

Comprehensive Literacy State Development Grant Award Kickoff



August 7, 2020

Webinar Norms

- Be an active participant.
 - Engage in chat discussions
 - Be prepared to unmute your microphone for Q & A.
- Use the chat box to ask questions / make connections.
- Raise your hand if you need further clarification.
- Get excited for grant implementation!

Welcome

Melissa Weber-Mayrer, Ph.D.

Director

Office of Approaches to Teaching and Professional Learning

Congratulations to All Awardees!



**34 Subgrantees
(8 Partnerships*)**

16 Early Childhood Subgrants

16 K-5 Subgrants

9 Middle School Subgrants

9 High School Subgrants

*The Department is now using *partnerships*, instead of *consortia*, to describe subgrantees that include more than one eligible organization

Today's Discussion

Morning

- Goals
- Subgrant activities
- Technical assistance

Afternoon

- Monitoring
- Use of funds
- Maintaining awards

Welcome from Ohio's Superintendent of Public Instruction, Paolo DeMaria



In Ohio, each child is *challenged, prepared and empowered.*



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

1

Highly effective teachers & leaders

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Transform high school/provide more paths to graduation

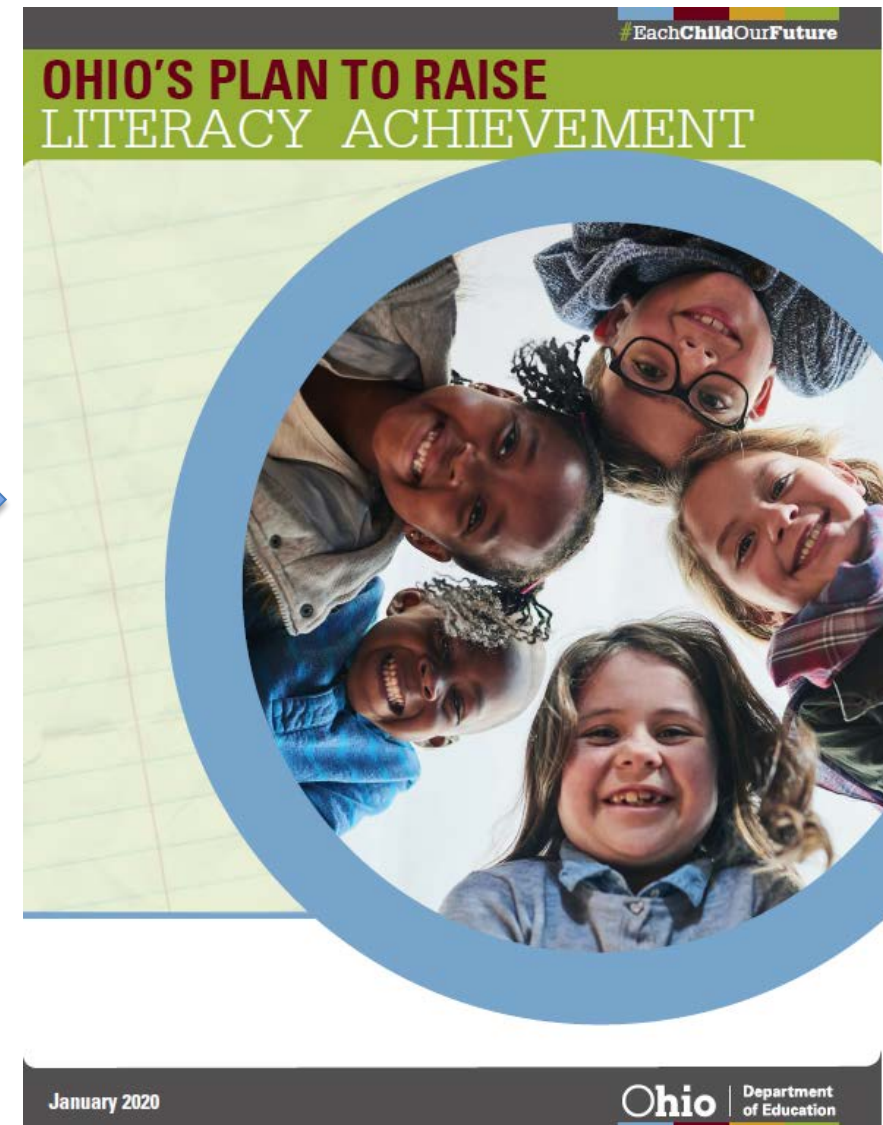
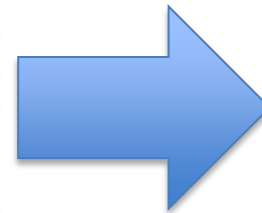
Ohio Strategic Plan For Education: 2019-2024



Ohio

Department of Education

Updating Ohio's Plan to Raise Literacy Achievement



Where to Find Ohio's Plan



education.ohio.gov

Search keyword
“Literacy”

education.ohio.gov/Topics/Learning-in-Ohio/Literacy

Statewide Goals, Objectives and Measures



Statewide Grant Measures

1. The percentage of 4-year-old children who achieve significant gains in oral language skills
2. The percentage of fifth-grade learners who met or exceed proficient on the state English language arts test
3. The percentage of eighth-grade learners who met or exceed proficient on the state English language arts test
4. The percentage of high school learners who met or exceed proficient on the state English language arts test

Ambitious Statewide Goals

Goal 1

By school year 2024, **proposed model sites** will increase the percentage of students proficient in ELA (grades 3-high school) or on track in reading (preschool-grade 2) by 25 percentage points or reach at least 80%.

Goal 2

By school year 2024, **proposed model sites** will increase the percentage of **disadvantaged students** proficient in ELA (grades 3- high school) or on track in reading (preschool-grade 2) by 25 percentage points or reach at least 80%.

Goal 3

By school year 2024, non-CLSD funded sites participating in networking opportunities with proposed model sites will increase the percentage of students proficient in ELA (grades 3-high school) or on track in reading (preschool-grade 2) by at least 10%.



Statewide Objectives

Project Objective 1 - Up to 64 schools and early childhood education programs, located throughout Ohio's 16 regions, will attain Model Comprehensive Literacy Site status through successful implementation of evidence-based language and literacy strategies and measurable change in teaching, leading and learning practices.

Birth- K Entry Measures

- Ready Schools Transition Plan
- Guide for Model Comprehensive Literacy Sites

K-12 Measures

- Reading Tiered Fidelity Inventory (R-TFI)
- Guide for Model Comprehensive Literacy Sites

Statewide Objectives

Project Objective 2 - A regional literacy network will be developed or enhanced in each of Ohio's 16 regions to promote and support additional ESCs, districts, schools and early childhood programs in utilizing the Department-developed resources and networking with the model literacy sites to adopt and implement evidence-based language and literacy strategies and demonstrate measurable change in teaching, leading and learning practices .

Objective Measures

- Needs assessment with each regional network
- Tracking participation and performance of districts engage in network
 - Surveying participants
- Utilizing R-TFI data and contextualizing with available student data

Statewide Objectives

Project Objective 3 - The Department will develop statewide professional learning and resources for all programs in Ohio to access regarding birth-grade 12 comprehensive literacy instruction using evidence-based strategies, including family literacy strategies and increasing educational options for students who have traditionally been underserved.

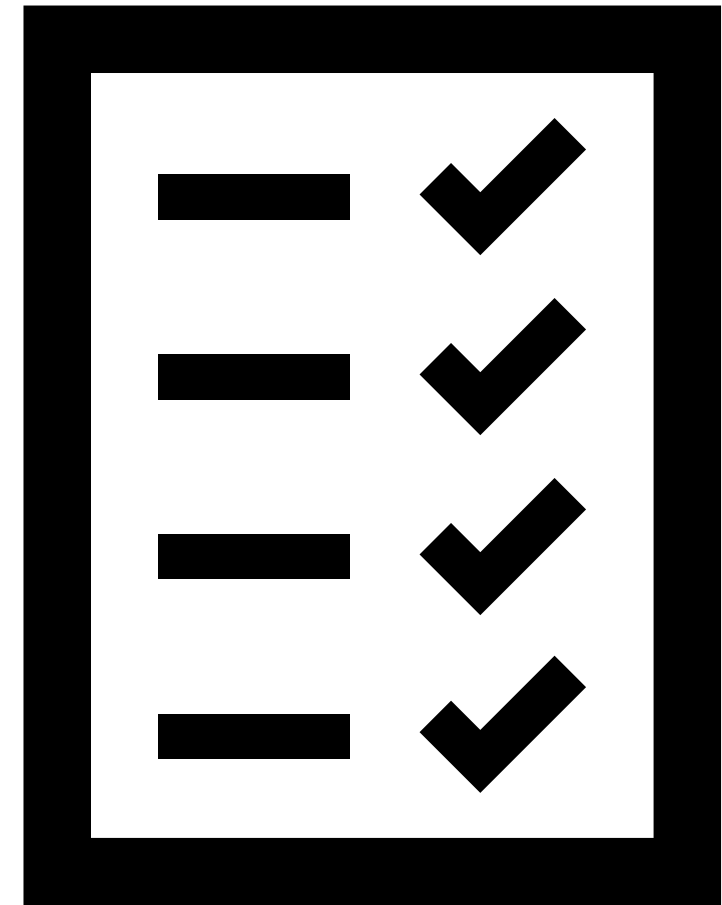
Objective Measures

- Observation Checklist for High-Quality Professional Development Training
- Quality Matters K-12 Secondary Rubric, Fourth Edition (online trainings)

Questions?



Awardee Agreements



Awardee Agreements - Appendix 1

National
Evaluation

Literacy
Academy and
Technical
Assistance

Training

Educator Pre
and Post
Assessment

Student
Assessments
and Data
Management

Monitoring

Engagement
with Regional
Literacy
Network

Reporting

Awardee Agreements

National Evaluation

- All subgrantees will complete a survey about the strategies and practices funded under the Comprehensive Literacy State Development grant during the 2020-2021 year.
- The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded.
- Some K-5 subgrantees may elect to participate in an additional “impact study” conducted by the U.S. Department of Education.

Awardee Agreements

Literacy Academy and Technical Assistance

- Subgrant recipients must attend the Department's yearly Literacy Academies through the duration of the grant;
- Subgrant recipients must present at Department's yearly Literacy Academies during years 2 through 4 (2022, 2023, 2024) of the subgrant cycle to share information on their implementation, best practices and experiences; and
- Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.

Awardee Agreements

Training

Administrators will participate or designate approved staff to participate in Department disseminated training on:

- Ohio's coaching models (all subgrantees)
- Reading Tiered Fidelity Inventory (K-5, 6-8, 9-12 subgrant recipients)
- Ready Schools Literacy Transition Plan (Birth-K Entry and K-5 subgrant recipients)

Awardee Agreements

Educator Pre and Post Assessment

- All administrators, coaches and teachers participating in subgrant activities will participate in Department identified pre-and post-assessments of evidence-based language and literacy strategies relevant to the age bands they serve.
- The post-assessment will be administered twice throughout the grant.

Awardee Agreements

Student Assessments and Data Management

- **Birth to kindergarten entry:** Early Learning Assessment
- **Kindergarten through grade 5:** Kindergarten Readiness Assessment; Ohio's State Tests in ELA for grades 3-5; approved curriculum-based measure for students K-5
- **Middle school (grades 6-8)** Ohio's State Tests in ELA; identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports
- **High school (grades 9-12)** Ohio's State Tests in ELA II; identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports; and
- **K-5, 6-8, 9-12:** Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population

Awardee Agreements

Monitoring

- In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;
- **Birth-K Entry: Ready Schools Transition Plan** at each model site;
- **K-5, 6-8 and 9-12: Reading Tiered Fidelity Inventory** at each model site
- **Walk-through forms**
- **Update Local Literacy Plan each school year**
- All subgrant recipients will allow the state to collect information on **teacher and administrator capacity.**

Awardee Agreements

Engagement with Regional Literacy Network

- All subgrant recipients will be contributing members of their State Support Team's Regional Literacy Network.
- All subgrant recipients will ensure cooperation of model sites with the Regional Literacy Network as determined by the Department.

Awardee Agreements

Reporting

- **Birth- K Entry:** Progress of participating 4-year-olds on the Early Learning Assessment
- **K-5:** Progress of participating K-3 students on the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as the reading diagnostics as required under the Third Grade Reading Guarantee for kindergarten-grade 3 students;
- **K-5; 6-8; 9-12:** What percentage of participating fifth grade students, eighth grade students and high school students meet or exceed proficiency on Ohio's State Tests in English language arts for the respective grade level; and
- **K-5; 6-8; 9-12:** Progress of participating students assessed using Ohio's English Language Proficiency Assessment, Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

Questions?





Break

Technical Assistance





Emergent Literacy Specialist



K-5 Literacy Specialist

Each awardee assigned to, at least, one:



Ohio Literacy Lead



Adolescent Literacy Specialist

How will technical assistance be provided?

Direct support

Networked support

Professional learning
and coaching



How will technical assistance be provided?

Direct support

Networked support

Professional learning
and coaching

From assigned
literacy specialist

(Consultations,
on-site/virtual
visits)

How will technical assistance be provided?

Direct support

Networked support

Professional learning
and coaching

Connections with
other awardees
and literacy
experts

How will technical assistance be provided?

Direct support

Networked support

Professional learning
and coaching

Needs
assessments

System level
coaching

Monitoring
system support

Revising Local Literacy Plans

- All subgrant awardees are required to implement local literacy plans
- Regional literacy specialists from across the state conducted a technical review of every applicant's local literacy plan



Revising Local Literacy Plan



- All awardees must implement a local literacy plan
- Meet, at least, 60 percent of the criteria for each of the five requirements by September 30, 2020.

Technical Assistance Next Steps

- Provider will connect via email by Aug. 21.
- Initial technical assistance plan for subgrantees that need to revise their local literacy plan drafted by Sept. 4.
- Initial technical assistance plan for subgrantees that do not need to revise their local literacy plan drafted by September 30.
- Questions that come up between today and Aug. 21:
ComprehensiveLiteracy@education.ohio.gov

Questions?



Technical Assistance Groups Meet and Greet



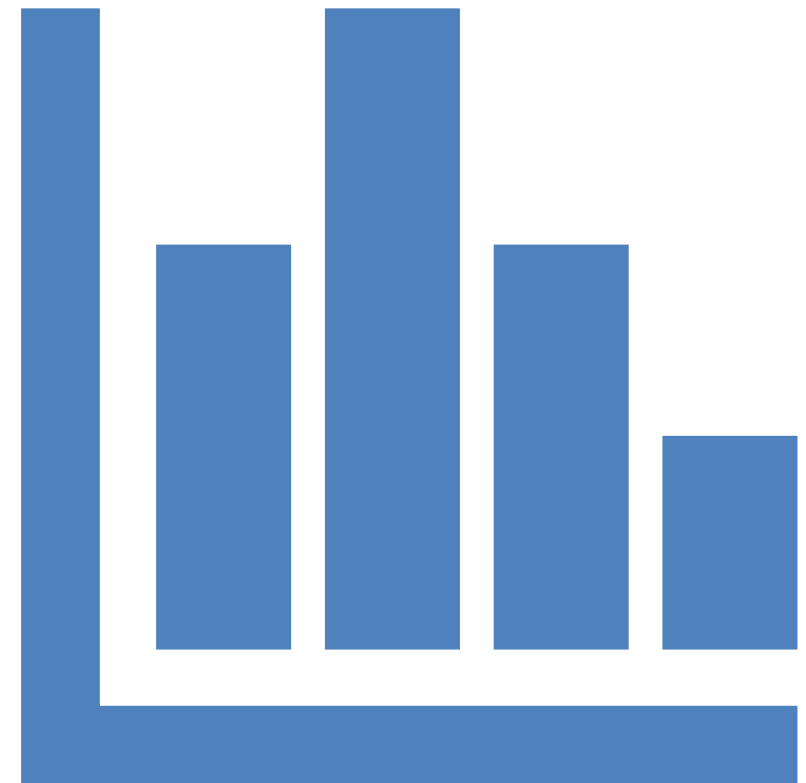
Subgrantees have been pre-assigned to break out rooms with their technical assistance provider

If you need the breakout session link, email ComprehensiveLiteracy@education.ohio.gov. Include your name and subgrant organization affiliation.

Lunch Break



Monitoring



Overview

- Subgrantees will be monitored for adherence to federal rules and regulations and progress towards accomplishing performance goals.
- The monitoring system reviews all subgrant awardees following the official award.

Methods

- Desk Review through the Compliance Tracking System
- Onsite Visits
- Remote interviews
- March through May 2021

Monitoring Objectives

1. Fidelity of Implementation and Plan Alignment
2. Project Goals and Objectives
3. Fiscal Accountability
4. Partnership Monitoring

1. Fidelity of Implementation and Plan Alignment

- Distinguished by grade band
- High-quality professional development opportunities
- Training to develop evidence-based literacy initiatives
- Coordination of staff, families and stakeholders in literacy development
- Implementation of literacy plan across all content areas

1. Fidelity of Implementation of Plan Alignment

- Assessing the quality of adolescent literacy instruction as part of a well-rounded education
- Providing planning time for teachers to develop evidence-based adolescent literacy instruction

2. Performance Goals and Objectives

- Evidence and analysis of progress towards project goals
- RTF-I Results and Analysis
- Ready Schools Implementation Plan (if applicable)

3. Fiscal Accountability

- Budget and Budget revisions for grant year
- Detailed BUDLED or transaction level financial report (if not utilizing the State Accounting Software):
- Inventory log of all CLSD funded purchases
- Policies and Procedures (Conflict of Interest, Procurement, Equipment and Inventory, Purchasing)

3. Fiscal Accountability

The BUDLED or transaction level financial report should include the following expense details:

- Purchase Order date and number (if used)
- vendor name
- amount and date paid
- description of expense and amount encumbered

The report should be totaled by each object code, for example, total for all salaries (100 object code), total for all benefits (200 object code), total for all purchased services (400 object code) etc.

4. Partnership Monitoring

- Evidence and supporting documentation ensuring that partnership members are meeting grant objectives
- Description and evidence of the funds and services being provided to each partnership member
- Ensure partnership lead adequately documents and tracks expenses incurred by each member

Annual Grant Activities Report

- Progress on each project goal described in the initial grant application
- The progress of participating 4-year-olds on the Early Learning Assessment;
- The progress of participating K-3 students on the Kindergarten Readiness Assessment (KRA) and Ohio's State Tests in English Language Arts for all students enrolled in the district or school in grades 3-5

Annual Grant Activities Report

- The percentage of on-track/not on-track status of students taking the K-3 reading diagnostic assessment
- The percentage of eighth grade and high school students who meet or exceed proficiency on Ohio's State Tests for ELA
- The progress of participating students taking the OELPA
- The progress of students taking Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.
- A detailed expenditure report

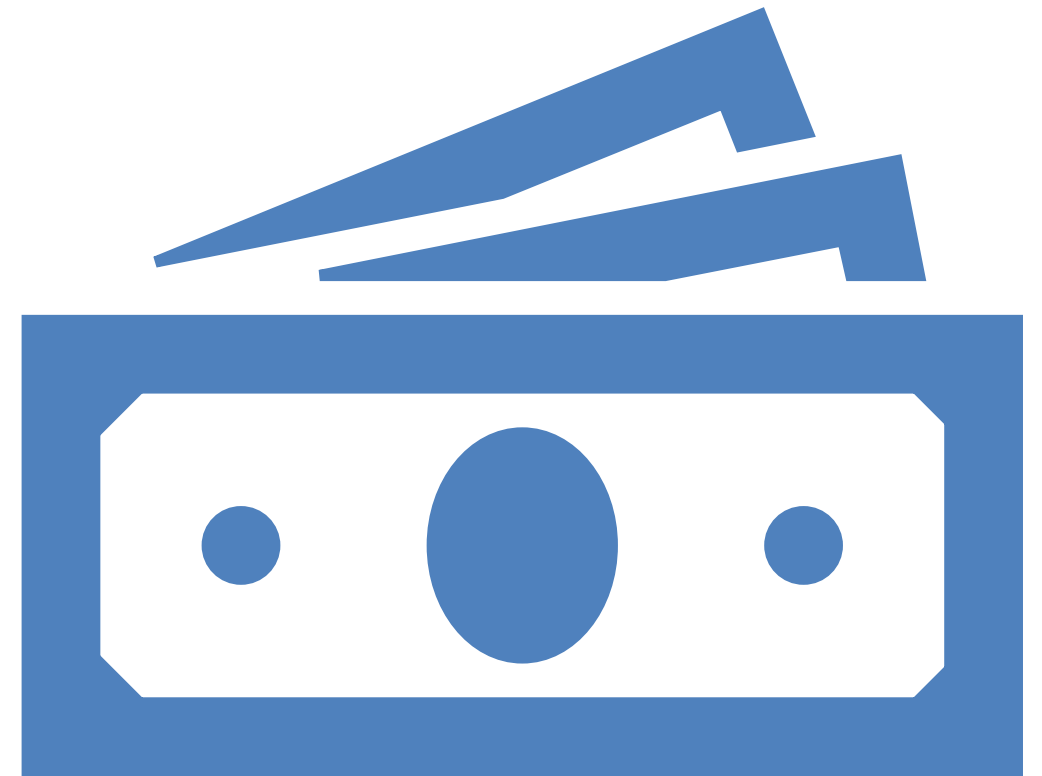
Questions?





Break

Use of Funds



All Funded Activities

Support
stated intent

Be
consistent
with stated
intent

Birth-K Entry Subgrantees MUST use funds for:

- (1) High quality professional development
- (2) Training in developing and administering evidence-based early childhood education literacy initiatives
- (3) Coordinating the involvement of families, staff, leadership and specialized instructional support personnel in literacy development of children served under the subgrant

Kindergarten-Grade 5 Use of Funds

MUST use funds for:

- (1) Developing and implementing a comprehensive literacy instruction plan across content areas that serves all students, provides a tiered and explicit approach to intervention and supports activities that are provided primarily during the regular school day
- (2) Providing high quality professional development
- (3) Training principals, specialized instructional personnel and others to support, develop and evaluate high quality K-5 literacy initiatives
- (4) Coordinating the involvement of professionals in the literacy development of the children served
- (5) Engaging families and encouraging family literacy experiences and practices to support literacy development

MAY also use funds for:

- (1) Literacy coaches
- (2) Connecting out-of-school learning opportunities to in-school learning to improve children's literacy achievement
- (3) Training families and caregivers to support the improvement of adolescent literacy
- (4) Providing for a multi-tier system of supports for literacy services
- (5) Forming a school literacy leadership team
- (6) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

Grades 6-8 and 9-12 Use of Funds

MUST use funds for:

- (1) Developing and implementing a comprehensive literacy instruction plan across content areas that serves all students, provides a tiered and explicit approach to intervention and supports activities that are provided primary during the regular school day
- (2) Training principals, specialized instructional personnel, school librarians and others to support, develop and evaluate high quality literacy initiatives for grades 6-12
- (3) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education
- (4) Providing time for teachers to meet to plan evidence-based adolescent literacy instruction to be delivered as part of a well-rounded education
- (5) Coordinating the involvement of professionals in the literacy developed of the children served

MAY also use funds for:

- (1) Literacy coaches
- (2) Connecting out-of-school learning opportunities to in-school learning to improve children's literacy achievement
- (3) Training families and caregivers to support the improvement of adolescent literacy
- (4) Providing for a multi-tier system of supports for literacy services
- (5) Forming a school literacy leadership team
- (6) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

Uniform Administrative Requirements and Basic Considerations

<https://www.ecfr.gov>

- 2 CFR 200.403 Factors affecting **allowability of costs**;
- 2 CFR 200.404 **Reasonable costs**;
- 2 CFR 200.405 **Allocable costs**;
- 2 CFR 200.406 **Applicable credits**;
- 2 CFR 200.407 **Prior written approval** (prior approval);
- 2 CFR 200.408 **Limitation on allowance of costs**

Unauthorized Activities

Out-of-state travel is not allowed, unless:

- (1) it can be demonstrated that the goal of the travel cannot be accomplished instate; **and**
- (2) the subgrantee has received express written permission from the grant director

No out-of country travel is permitted.

Unauthorized Activities

- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment
- Acquisition of any vehicle
- Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance)

Unauthorized Activities

- Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, professional dues or memberships and transportation of students
- Indirect costs
- Costs for student expeditions/field trips, travel, etc.
- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees

Unauthorized Activities

- Non-educational, non-informative promotional/novelty items for advertising, events or recruiting
- Gift certificates, food or alcoholic beverages, school apparel for staff or students
- Fines and penalties or lobbying expenses

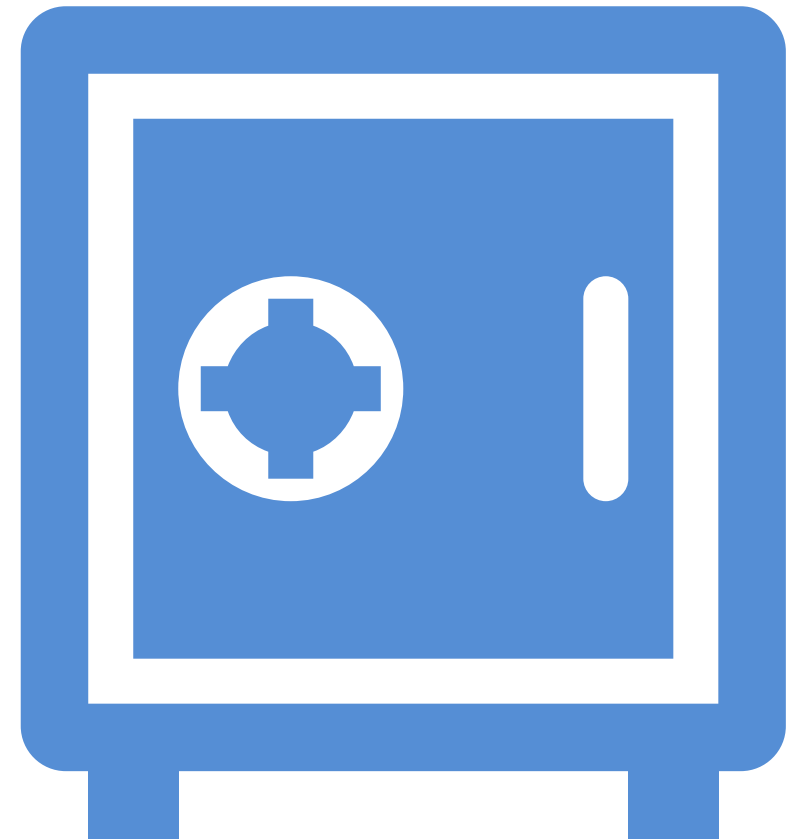
Unauthorized Activities

- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university)
- Expenditures that are not “allowable, allocable, or reasonable,” as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].

Questions?



Subgrant Budgets



Subgrant Budgets

- Grant Timeline
- Allocations
- Fiscal Reporting

Grant Timeline

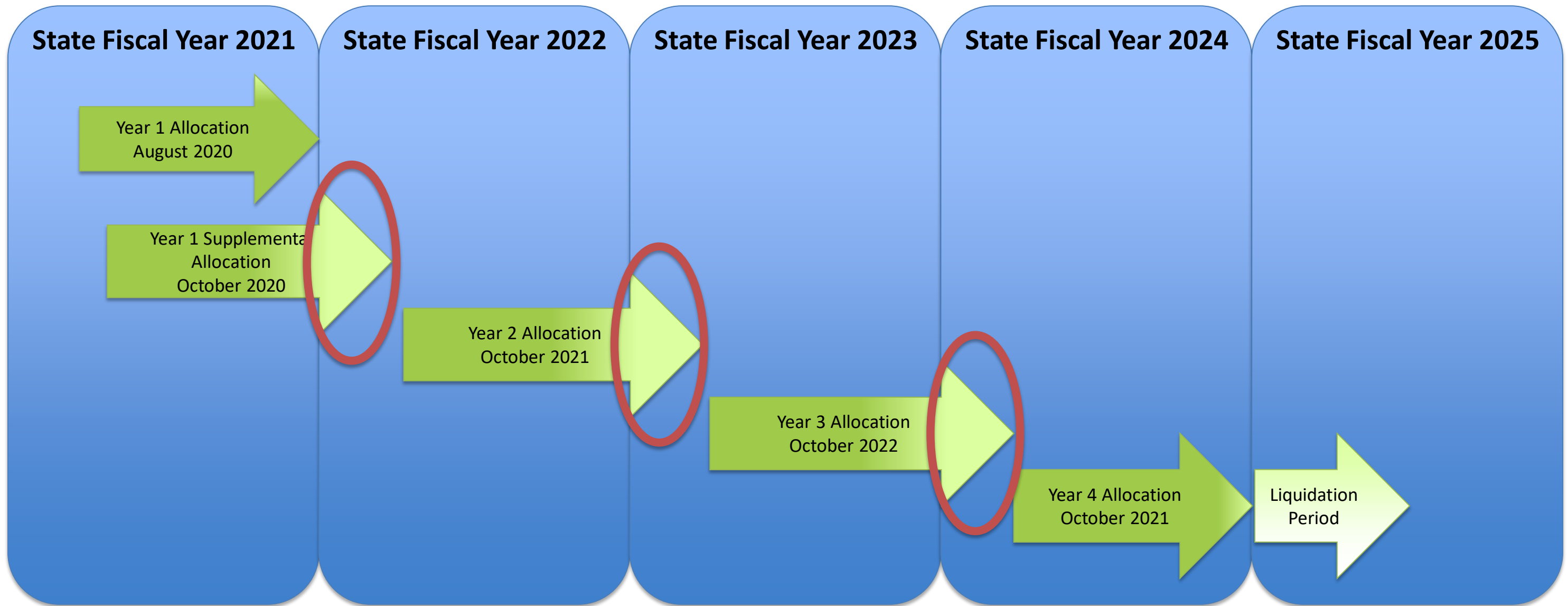
5-Year grant to the Department

(Oct. 1, 2019– Sept. 30, 2024)

Allocations to awardees

- Year 1 Initial (8/xx/2020 – 6/30/2021)
- Year 1 Secondary (10/1/2020 – 6/30/2021)
- Year 2 (10/1/2021 – 6/30/2022)
- Year 3 (10/1/2022 – 6/30/2023)
- Year 4 (10/1/2023 – 6/30/2024)

Grant Timeline



Subgrant Timeline

Award Date: July 28, 2020

- Substantially approved date is July 1, 2020

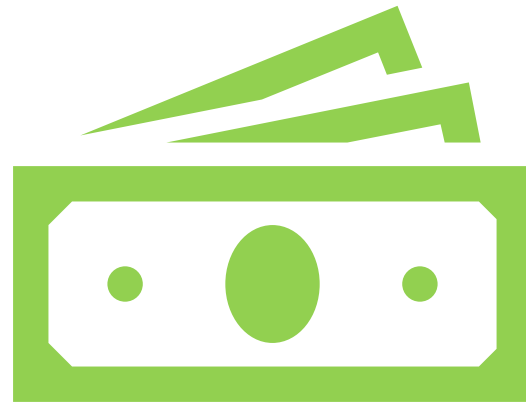
Sept. 30, 2021

- First FER due
- Year 1 funds obligated by June 30, 2021 and liquidated prior to September 30, 2021

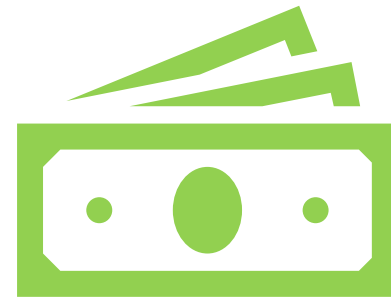
Subgrant Allocations



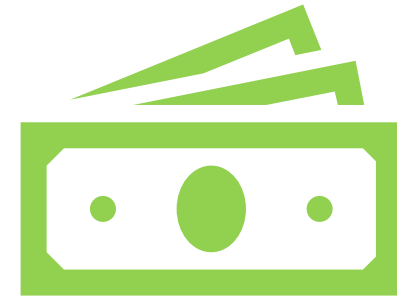
Birth – Age 5



Grades K - 5



Middle School



High School

Fiscal Reporting

- Project Cash Requests (PCR)
 - Reimbursement
 - Proof of expenditure
- Final Expenditure Report (FER)
- Budget Revisions

Questions?



Award Continuation



Limiting Factors

- Failure to meet assurances
- Failure to submit a compliant Local Literacy Plan by September 30, 2020
- Failure to submit a Final Expenditure Report (FER)

Limiting Factors

- Failure to expend funds within prescribed age/grade bands
- Failure to participate in monitoring activities
- Failure to meet quality and operational criteria

Questions?



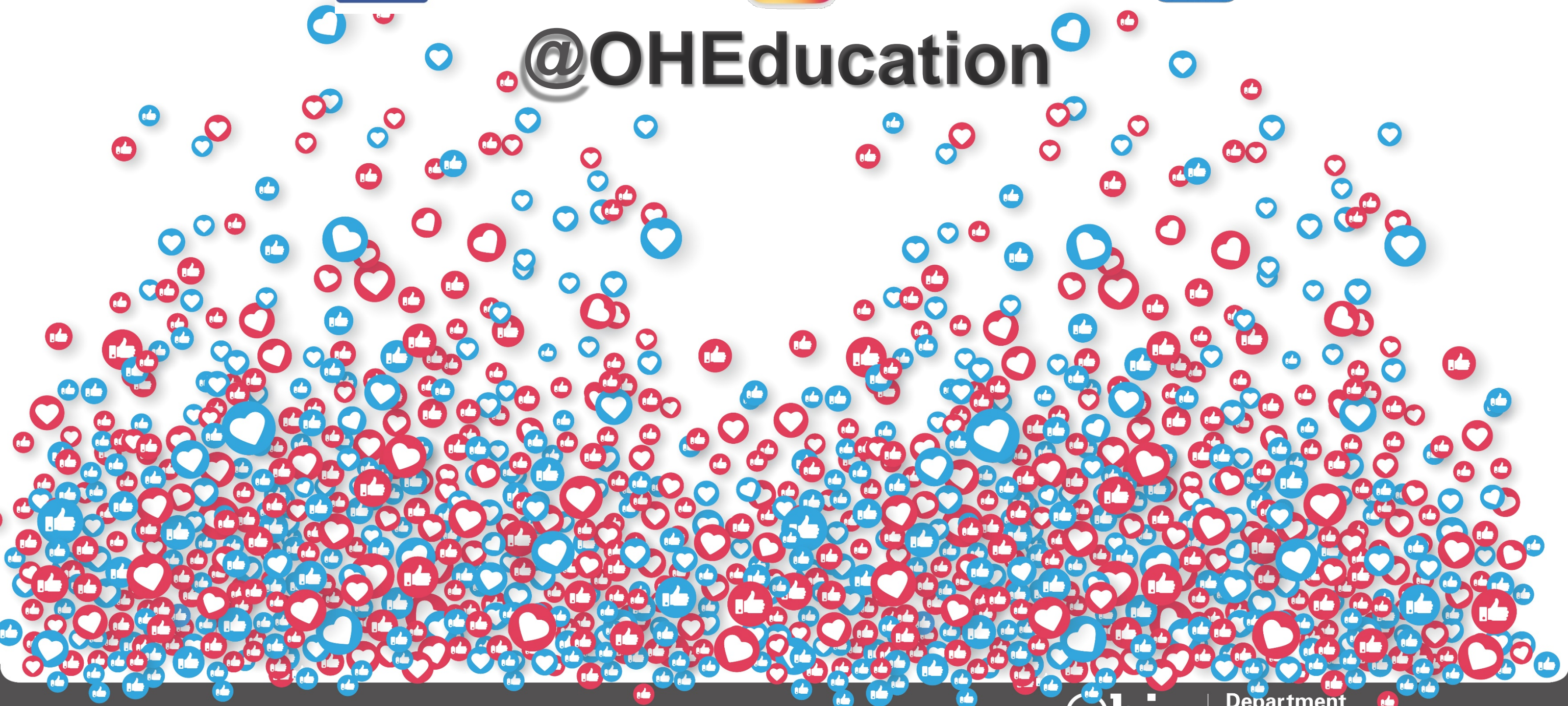
Closing Remarks



You Tube



@OHEducation



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Department of Education